

The Power of Differentiating Instruction: Helping to Ensure Universal Proficiency

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Goals: Adolescent Academic Literacy

Academic Literacy Instruction for Adolescents

- ❑ Increase all students' overall levels of reading proficiency in order to help them prepare for increasing demands for high levels of literacy in postsecondary education and the workplace.
- ❑ Ensure students who have achieved grade-level reading standards by the end of 3rd grade meet increasingly difficult standards in high school.
- ❑ Help students who are reading below grade-level standards acquire the skills and knowledge required to meet those standards.

The RTI System

- ❑ In order to bring all students to proficiency with the ELA content standards, secondary schools must provide coordinated and coherent programs maximizing core instruction, strategic support, and accelerated interventions.
- ❑ This presentation outlines the crucial components for implementation and integration of the first two tiers of a three level system.

Effective and Ineffective Approaches for Shaping Student Behavior

ADAPTED FROM
STRUCTURING YOUR CLASSROOM FOR ACADEMIC SUCCESS

EFFECTIVE

Preventive
Whole Class
Analytical
Standardized

INEFFECTIVE

Reactionary
Individual
Emotional
Random

Tiers, Key Principles and Methods

- Tier I – Core Instruction
 - Strategic use of universal design principles
 - Active engagement
- Tier 2 – Strategic Intervention
 - Pre-teaching, reinforcing, re-teaching critical content for success in core instruction
 - High effect, intense small groups
- Tier 3 – Intensive Intervention
 - Alternative programs to the core
 - Research-proven accelerated interventions

Tier One: Core

- Guaranteed and verifiable curriculum
- Quality instructional delivery
 - Direct instruction
 - Objectives clearly stated for students
 - Careful design of “whole-class” instruction
 - High levels of student engagement
 - Multiple chances to practice and demonstrate mastery
- Assessment for formative instructional adaptations
- Teacher collaboration

Effective Instruction

- Delivery of Instruction
- Design of Lesson
- Management of the Classroom

Some Interesting Facts

- Students are not attentive to what is being said in a lecture 40% of the time.
- Students retain 70% of the information in the first ten minutes of a lecture but only 20% in the last ten minutes.

Meyer & Jones, 1993.

What helps students learn?

In their 1993 study on the relative influences on learning by different variables, Wang, Haertel and Wahlberg found that the strongest relationship was with group alerting. This was described as teachers using questioning strategies that maintain active participation by **all students**.

Types of Active Engagement

- ☐ Group responses
- ☐ Paired partner responses
- ☐ Individual response – oral
- ☐ Written
- ☐ Physical responses

- Anita Archer

Remember.....

Bad teaching trumps good
programs any day of the week.

Frank Smith, 2003

Tier Two: Strategic

**What may these students need to
succeed?**

- ✓ More time to master “objective”
- ✓ More practice to master “objective”
- ✓ More efficient instruction
- ✓ More intensive instruction
- ✓ More “focused” and prioritized instruction

Six Principles For Design of Effective Instruction

Adapted from Dixon, Carnine and Kame'enui

- ☐ Big Ideas
- ☐ Conspicuous Strategies
- ☐ Mediated Scaffolding
- ☐ Strategic Integration
- ☐ Judicious Review
- ☐ Primed Background Knowledge

BIG IDEAS



- ☐ Facilitate the most efficient and broadest acquisition of knowledge
- ☐ Anchoring concepts for “small” ideas
- ☐ Assumes not all goals are given same importance
- ☐ Not all concepts are given the same resources

Critical Content

- ☐ Is it useful?
- ☐ Will it help with other skills?
- ☐ Will it generalize?
- ☐ Will it work?

THE BIG FIVE



- ☐ Phonemic Awareness
- ☐ Phonics/Decoding
 - ☐ Fluency
 - ☐ Vocabulary
- ☐ Comprehension

Rank these by level of importance:

- 1.
- 2.
- 3.
- 4.
- 5.

Lesson Objective

- ☐ Stated clearly
- ☐ Overt
- ☐ Can be measured
- ☐ Related directly/indirectly to **Big Idea**
- ☐ Useful
- ☐ Generalizes to new settings

CONSPICUOUS STRATEGIES

- ☐ A general set of steps
- ☐ Used to solve a problem
- ☐ Should be generalizable
- ☐ Should be conspicuous
- ☐ When applied to reading, produce comprehension



Strategy and Direct Instruction

The most effective form of teaching children with learning disabilities combines components of direct instruction (teacher-directed lecture, discussion and learning from books) with components of strategy instruction (teaching ways to learn such as memorization techniques and study skills).

H. Lee Swanson, Ph.D.

Instructional Elements to Teach Cognitive Strategies – Rosenshine, 1996

- ☐ Procedural prompts
- ☐ Use small steps
- ☐ Models for response
- ☐ Think aloud
- ☐ Discuss potential difficulties
- ☐ Regulate difficulty
- ☐ Provide a cue
- ☐ Guide student practice
- ☐ Provide corrective feedback
- ☐ Increase student responsibilities

MODELING.....THE HEART

- | | |
|--------------------------------|------------|
| <input type="checkbox"/> MODEL | I DO IT! |
| <input type="checkbox"/> LEAD | WE DO IT! |
| <input type="checkbox"/> TEST | YOU DO IT! |

ADAPTED FROM ANITA ARCHER

Graphic Organizers

Findings of National Reading Panel

- ☐ Help students understand text structure
- ☐ Provide a method by which students can represent text ideas in a visual form and organize those thoughts
- ☐ Can be used as the basis for students writing well organized summaries of material they have read or heard

Hints for Graphic Organizers

- ☐ Use fewer when possible
- ☐ Teach and practice them to mastery
- ☐ Not all organizers are created equally
- ☐ Keep it simple
- ☐ I do.....We do.....You do.....
- ☐ Review over time

MEDIATED SCAFFOLDING

- ☐ Personalized assistance given to students
- ☐ Delivered by teachers, peers or instructional materials
- ☐ May vary in intensity
- ☐ Gradually removed
- ☐ Parallel the type of skill being taught

Small Group Instruction

- ☐ Allows for targeted instruction
- ☐ Provides for alignment of need and instruction
- ☐ Research indicates may be more effective than one-on-one tutorials
- ☐ Associated with positive outcomes for struggling readers

Key Features: Small Group Instruction

- ☐ Systematic planning and delivery
- ☐ Explicit explanation and demonstration
- ☐ Connected to students' current understandings and experiences
- ☐ Follow program's scope and sequence
- ☐ Select activities to meet identified needs
- ☐ Use instructional daily routines

Managing Small Group Instruction: Things to Consider – Anita Archer

- ☐ Classroom Arrangement
- ☐ Rules
- ☐ Procedures
- ☐ Appropriate Workstation/Center Activities

Making Small Groups Work

- ☐ Procedures must be explicit
- ☐ Provide for assistance
- ☐ Independent work must truly be independent
- ☐ Give sufficient work
- ☐ Interrupting teacher small group work should not be rewarded
- ☐ Regularly redirect students: Off-task behavior begins to escalate after about 10 to 15 minutes
- ☐ Students must be able to finish required assignments during independent time
- ☐ Build demands of small group time gradually

Steps for Planning

Adapted from Christina Dimas

- ☐ Collect and analyze assessment data
 - ☐ Identify concepts and skills some students know and others do not
- ☐ Organize groups of students
 - ☐ Similar instructional needs
 - ☐ The higher the need, the smaller the group
- ☐ Make data-informed instructional decisions
 - ☐ Target the identified skills
 - ☐ Assess progress regularly
 - ☐ Adjust instruction as needed

Adapting Independent Practice

- Allow modifications/adaptation for a different product
- Limit the number of problems/tasks & skills practiced
- Ensure students can do the tasks independently
- Provide extra time and support – teacher, tutor, study group, after school program

Overt Strategy for Reading Long Words

1. Circle the word parts (prefixes) at the beginning of the word.
2. Circle the word parts (suffixes) at the end of the word.
3. Underline the letters representing vowel sounds in the rest of the word.
4. Say the parts of the word
5. Say the parts fast
6. Make it into a real word.

reconstruction

Covert Strategy for Reading Long Words

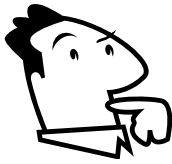
1. Look for word parts at the beginning an end of the word, and vowel sounds in the rest of the word.
2. Say the parts of the word.
3. Say the parts fast.
4. Make it a real word.

STRATEGIC INTEGRATION

- ❑ Careful integration of new knowledge with prior learning
- ❑ Increases likelihood that information will be understood at a deeper level
- ❑ Strategic so not confused
- ❑ Parsimonious, emphasizing critical connections

How to Remember: RCRC

- ❑ Read
- ❑ Cover
- ❑ Recite
- ❑ Check



JUDICIOUS REVIEW



- ❑ Must be sufficient to produce fluency
- ❑ Must be spaced over time
- ❑ Cumulative and integrated with other tasks over time
- ❑ Varied to demonstrate applications in numerous settings

PRIMED BACKGROUND KNOWLEDGE

- ❑ Fosters success on critical tasks by prompting memory of crucial information
- ❑ Prompts memory of crucial strategies for task completion
- ❑ Often, teacher directed

Background Knowledge

- ❑ Related to objective
- ❑ Specific rather than general
- ❑ Necessary to be successful in body
- ❑ May build interest
- ❑ Should not replace objective
- ❑ Short as possible

American Versus British Knowledge

“Jones sacrificed and knocked in a run.”

- ❑ Jones was at bat
- ❑ The inning system of baseball
- ❑ Size and shape of a field
- ❑ Purpose of fly or bunt
- ❑ Sense of layout of bases
- ❑ What is a run

Adapted from E.D. Hirsch, Jr.

Jane Taylor: *The Star*

Twinkle, twinkle, little star
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.

Lewis Carroll's Rendition

Twinkle, twinkle, little bat!
How I wonder what you're at!
Up above the world you fly,
Like a tea tray in the sky.

Old English Verse

Original

"In the days of my youth," Father William replied,
"I remembered that youth would fly fast, And
abused not my health and my vigor at first, That I
never might need them at last..."

Lewis Carroll's rendition

"You are old, Father William," the young man said,
"And your hair has become very white; And yet you
incessantly stand on your head – Do you think, at
your age, it is right?"

Difference Between Activating and Building

Activating background knowledge assumes that the crucial knowledge is already in place. It is often associated with building student interest in the coming topic.

Building background knowledge assumes that crucial knowledge is not in place and therefore the focus on instruction is making sure that knowledge is acquired before further instruction in the target standard is pursued.
